

THESIS

A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE EIGHTH YEAR STUDENTS OF SMPN 3 CEPER KLATEN IN ACADEMIC YEAR OF 2013/2014

The Thesis is Presented as a Partial Fulfilment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Education Study Program



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2015

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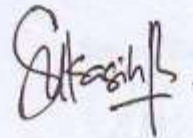
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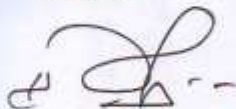
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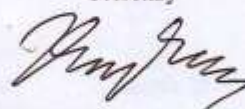
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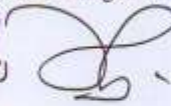
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled " **A Case Study on Teaching and Learning Writing of the Eight Year Students of SMPN 3 Ceper Klaten in Academic Year of 2013/2014**".

It is not plagiarism or made by others. Anything related to other's work is written quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, March 2015


Victoria Novita Tirta Sari

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MOTTO

✚ *“God will always be with good people who always be grateful”*

(The writer’s mother)

✚ *Everything is beautiful when Jesus let me to do and have it.*

(The Writer)

✚ *God is our refuge and strength, a very present helping trouble. Therefore we will not fear though the earth gives way, though the mountains tremble at its swelling”*

(Bible. Psalm 46: 2-3)

✚ *“Be YOURSELF”*

(Kiki Natalia- The writer’s little sister)

✚ *“Sincerity is everything. It would let us know people who really love us.”*

(Paulus Fajar Cahyono Bagaskoro)

✚ *“Never say Never”*

(Justin Bieber)

PRESENTATION

This thesis is dedicated to:

- ✚ My Father in Heaven, Jesus Christ. Thank you for writing a wonderful story life for me. Thank you for never leave me alone. Thank you for always forgive me. Thank you for always love me. Thank you for all that I cannot tell You because of too many good and wonderful things that I can't say it one by one. I Love You, Father.
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- ✚ My ex., formerly you ever fulled me with happiness too. Thank you.
- ✚ My future, hello. How are you? Where are you? Come faster and get me! Jesus loves you.

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Praise be to Jesus Christ that the writer is finally able to finish her thesis. This thesis is written to fulfill one of the requirements to achieve the undergraduate Degree of Education in English Education Study Program.

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The writer is really aware that this thesis is far from being perfect because of her limited knowledge and experience. Therefore, the writer will receive with thanks the critics and suggestion for the sake of perfection of this thesis.

Finally, the writer deeply hopes that this thesis can be real contribution to the improvement of teaching English in Indonesia.

Klaten,

March 2015

The Writer

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ABSTRACT

Victoria Novita Tirta Sari, No.1011202540, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2015. Thesis: **A Case Study on Teaching and Learning Writing of the Eight Year Students of SMPN 3 Ceper Klaten in Academic Year of 2013/2014.**

This thesis aims at giving a description of the process of teaching and learning writing of the eighth year students of SMPN 3 Ceper Klaten in academic Year in 2013/2014. The writer did the observation of teaching and writing and depth interview with the English teacher and the students. The study namely, “How is the process of teaching and learning writing of the eighth year students of SMPN 3 Ceper Klaten in academic year of 2013/2014?”

In this study, the writer took the activities and infrastructures in teaching and learning writing to the eighth year students of SMPN 3 Ceper Klaten in academic year of 2013/2014. The sources of the data were the events, the results of interview with the English teacher and the students, and the document such as the syllabus, lesson plan, students’ assignment, and the students’ material, and the documents of the students’ activities. The data were the result of classroom observation, interview, and the documentation of teaching and learning writing, then the data analyzed by descriptive qualitative methods.

After analyzing the data taken from the observation of teaching and learning writing in the eighth year students of SMPN 3 Ceper Klaten and the interview with he informant, the writer found out some facts that the teaching and learning writing in the eighth year students of SMPN 3 Ceper Klaten. The English teacher prepared the lesson plan and the material before she taught her students in the classroom, the teacher used discussion by group-work, three phase technique, and brainstorming as the methodologies and gives evaluation for the students in the end of the lesson. The teacher has some problems in teaching writing. The problems are in managing the class and facing the students who have lower ability than the other did. The students also have some problems in learning writing. The problems are writing the words and differentiating between present and past tense. After giving the material, the teacher gave the evaluation in the form of assignment to the students.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a basically a means of communication. People cannot interact each other without language. They use language to express their feelings, ideas, opinions, and desires. One language that allows people to communicate with people all over the world is English.

Nowadays, in modern life, English plays a very important role as a means of communication. Because of the importance of English, the government of Indonesia has established English as the first foreign language. English is learned from Kindergarten up to Senior High School as a subject in school.

English is a popular language for the students whether they like or not. English is learned in the first level to second level as extracurricular subject in Kindergarten. In Elementary School, English is learned in the third to sixth class as obligatory supplementary subject. Recently, from the first grade of Junior High School up to the third grade of Senior High School, English is learned as compulsory subject. Each level of school has the different level of material according to their ability in receiving the language knowledge (Mulatsih, 2009: 1-2).

Permendiknas No. 23 Th. 2006 (2006: 74-75) stated that the material English lesson in Junior High School include four language skills, such as listening, speaking, reading, and writing. The teaching materials for the eighth grade students of Junior High School are given in two semesters. The material of

writing in the first semester are recount text, while in the second semester is narrative text. To get the success in learning English, the students must master the materials which have been taught by their teacher.

In teaching to second language learners, some issues have appeared. Those are still controversial in the second language teaching and learning process. One of those issues is about process versus product. Process and product are concerned with approach. In the teaching of writing, we can focus on the product of that writing or on the writing process itself (Harmer, 2002: 257).

Writing in process approach is seen as predominantly to do with linguistics skills such as planning and drafting. There is much less emphasis on linguistics knowledge, such as knowledge about grammar and text structure. In this approach, students are taught prewriting (planning), drafting, and revising strategies at each stage of the writing process to help them to write freely and make a good quality product. Brown in Fauziati (2002: 150) stated that prewriting, drafting, revising, and editing take place throughout the process of writing. A good product of writing depends on a good process of writing. It means that there must be a balance between product and process.

Viewing writing as an act of communication suggest on interactive process which takes place between the writer and the reader via the text. Such an approach places value on the goal of writing at the beginning level, these two aspects of the act of writing are vital importance in setting writing tasks, the teacher should encourage students to define for themselves the message they want to send and the audience who will receive it (Murcia, 2001: 207).

Teacher plays important role in teaching and learning process. To give the attractive and mature teaching and learning process, the teacher needs some preparation. Good teacher usually has the same type of plan when they come into their classrooms (Fauziati, 2002: 53). It is not only about the material but also about a whole process of teaching and learning writing must be prepared before the teacher enters classroom. It means that the teacher uses the lesson plan in every class meeting to conduct an effective process of teaching and learning writing.

Harsyaf and Zakhwan (2009: 1) stated that most second language learners agree when we say that writing is the most difficult skills for them to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Here, the teacher is hoped to be able to give the right classroom practice in teaching and learning process of writing. There are the examples of classroom practice in teaching and learning text. Firstly, building knowledge of field (BKF) is working on the creation and improvement of ideas. Secondly, modeling of text (MOT) consists of listening oral monologue text, response the consist of text and answer the question and articulate some vocabulary, answer the question about the oral monologue text, identify the sequence of the text, find the structure of text and then identifying language marking in text and do the exercise which related. Thirdly, join construction of text (JCOT), in a group, students find a text in all kind or resource, in a group, student classify the draft filling the correct generic structure, and then every group presents the result of their discussion. Fourthly, independent construction of text (ICOT) is presenting orally the text in front of

class. Teacher must have a suitable classroom practice to students to give an effective process of teaching and learning process.

Brown (2000: 7) stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The characteristic of the subject and the object of teaching and learning process of writing will create the certain characteristic and condition of classroom. The way of the running process of teaching and learning depends on how the teacher brings the lesson and how the students get the information. The atmosphere of classroom is the solution. Fun atmosphere will attract the students enjoying the lesson, so the information can be adsorbed easily. The tight atmosphere makes students frighten to give their opinion about the lesson, so the information given is not effective.

To know the result of the achievement of the lesson, the teacher can give an evaluation to students by giving assessments. The assessments enable the teacher or learner to evaluate the extent to which the goals of an activity or lesson have been successfully accomplished (Richards and Lockhart, 1994: 165). The example of the assessment, which is used in writing skill, is delayed copying. The application of that assessment is the teacher writes a short familiar sentence on the board, then give the students a few second to look at it, and then rub it out and see if the pupils can write it down (Scott and Ytreberg, 2004: 71). The result of the assessment is very important to measure the achievement of the students and the effectively of the process of teaching and learning writing. It is useful in the process of creating the better teaching and learning process.

Writing is the most difficult skills for beginner to master. In Indonesian education grades, Junior High School is belong to the beginner grades on teaching and learning English. One of all Junior High School in Indonesia is SMPN 3 Ceper Klaten. The eight year students of SMPN 3 Ceper Klaten has some difficulties on mastering their learning English especially on writing. The students are still confused on making the correct writing text.

Based on the explanation above, the researcher conducted a case study on teaching and learning writing in the eighth year students of SMPN 3 Ceper Klaten. Therefore, this study is entitled “A Case Study on Teaching and Learning Writing of the Eighth Year Students of SMPN 3 Ceper Klaten in Academic Year of 2013/2014”.

B. The Reason of Choosing the Topic

The reason that encourages the researcher to choose the topic is to identify and analyze the process of teaching and learning writing to the eighth year students of Junior High School. In this level, the students are still the beginner in writing, but they ever have practices in the process of learning writing when they were in eighth year of Junior High School.

C. The Limitation of the Study

The limitations of this study cover to the following subject matters are as follows. The classroom practice given by the teacher of teaching and learning writing to the eighth year students of SMPN 3 Ceper Klaten. The application of assessment given by the teacher in the process of teaching and learning writing to the eighth year students of SMPN 3 Ceper Klaten.

D. The Problem of the Study

In this study, the researcher wants to formulate the problem of the study as follow “How is the process of teaching and learning writing of the eighth year students of SMPN 3 Ceper Klaten in Academic Year of 2013/2014?”

E. The Aim of the Study

Related to the problem of the study, the aim of the study is to describe the process of teaching and learning writing of the eighth year students of SMPN 3 Ceper Klaten in Academic Year of 2013/2014.

F. The Use of the Study

By concerning the result of the study, the use of this study may hopefully be useful to the following parties are as follows.

1. Teacher

This study can be one example of teaching and learning process on writing such as to conduct the writing classroom practice by using building knowledge of field, modeling of the text, join construction of text, and independent construction of text.

2. Students

This study can give knowledge for the students to improve their competence in writing such as using the correct grammar, connected sequence of text, and better diction.

G. The Clarification of the Key Terms

1. Case Study

Yin (2009: 1) stated that case study is one of the research methods of socials. Commonly, case study is a proper strategy in a research related to the

question of how or why, when the researcher has a little chance to control the research events, and when the research lied in the contemporary phenomenon in the real life. In this study, case study means a method of research in which primary question of how the process of teaching and learning writing to the eighth year students of SMPN 3 Ceper Klaten.

2. Teaching and Learning Writing

According to Dechant (1970: 517) teaching is a system of actions directed to pupils. How well a child learns frequently is dependent upon the educational provisions that the teacher makes for the child. The teacher constantly expands the pupil's meanings by broadening his experience or by helping him to recombine and to perceive new relationships between his existent knowledge and ideas.

Fauziati (2002: 58) quoted that learning is a "whole person's process" and the learner at the each stage is involved not only in the accomplishment of cognitive tasks but in the solution of affective conflicts and "the respect for the enactment of value" as well. Nunan (2003: 88) added that writing is the mental work of inventing idea, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader.

H. The Organization of the Study

It is important to present the organization of the thesis in order to be easily understood. In this thesis, the researcher divides the content of thesis organization into five chapters as follows.

Chapter I is introduction. It consists of the background of the study, the reason of choosing the topic, the limitation of the study, the problem of the

study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists case study, teaching, and learning writing to Junior High School.

Chapter III is the research method. It consists of the meaning of research method, the strategy of the research, the subject of the study, the data, and source data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of the data analysis and the discussion of the research findings.

Chapter V consists of conclusion and suggestion. Conclusion is the summary of the study. Suggestions provide some suggestions for the teacher and the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and the suggestion of teaching writing to the eight year students of SMPN 3 Ceper Klaten. The further explanation is as follows.

A. Conclusion

After analyzing the all data taken from observation, interview with the informants, and documents of teaching and learning writing process of the eight year students of SMPN 3 Ceper Klaten in academic year of 2013-2014, the researcher can get the information about the teaching vocabulary as follows.

1. The Process of Teaching and Learning English

The process of the teaching writing of the eight year students of SMPN 3 Ceper Klaten conducted from the preparation until the evaluation. The English teacher of eight year students of SMPN 3 Ceper Klaten always prepared the lesson plan, material, and source of learning before she taught in the class. The teacher arranged the sequence of activity, starting from opening, main and closing activities. In time allocation, the teaching and learning English was 2 x 45 minutes every meeting. The situation of the classroom when teaching and learning writing was often crowded. The students were silent, when the teacher came to the class and teach them the material but the students often made noisy in the classroom during the lesson was going on. The media used by the teacher in teaching and learning writing were English book, television (at home), story book, and sheets of photo copy of reading text. In the closing activity, she used evaluation to measure the student's understanding about the material.

2. The Teacher's Problems in Teaching and Learning Writing

In teaching and learning writing of the eighth year students, the researcher discusses about problems in the classroom which faced by the teacher as follow.

- a. In SMPN 3 Ceper Klaten, the problem was the number of the students. Class 8A consisted of 36 students, because of that; it was quite difficult for her to manage the class.
- b. Some students did not pay attention to what the teacher taught.
- c. Concerning with some students who had lower ability than others did, the teacher explained that she paid much more attention for them, in order that they could follow and understand what she taught.

3. The Student's Problems in Teaching and Learning Writing

In teaching and learning writing of the eighth year students, the researcher discusses about problems in the classroom which faced by the students as follow.

- a. The students were hard to write the word they wished. Here, the teacher had already given, the way of writing.
- b. It was difficult for the students to differentiate present and past tense.
- c. The students had difficulties in vocabulary mastering.
- d. The students had difficulties in memorizing the material given by the teacher.

B. Suggestion

Based on the research result of teaching writing of the eight year students of SMPN 3 Ceper Klaten in 2013-2014, the researcher would like to present some suggestion as follows.

1. For English teachers
 - a. They have to be more creative such as using games, picture or song in teaching writing in teaching writing.
 - b. The teacher should apply the various teaching skill, either teaching media or teaching method. It will be useful to make the students are interested in learning writing.
 - c. Classroom management must be improved in order the students not to make noisy in the classroom
 - d. The teacher has to give the material of writing more and more, so that the students can improve their grammar well.
2. For the students
 - a. The students have to be more active in learning English, pay much more attention to the teacher, and always practice English at school and at home.
 - b. The students may ask questions if they have difficulties and never forget to do homework.
 - c. The students should practice writing at school and home, especially studying more about the material of writing that was given by the teacher.

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